

Examples of IEP Goals and Objectives Suggestions for Students with Autism

Increasing social understanding

1. _____ will turn his/her head in the direction of the speaker and make eye contact with the speaker _____ out of _____ times given ___/___ opportunities to do so.
2. _____ will turn his/her head in the direction of the speaker's hand as the speaker initiates joint attention to an object, and will follow the speaker's "point" to look at the object _____ out of _____ times, given ___/___ opportunities to do so.
3. _____ will turn his/her head in the direction of the speaker's eyes and follow the speaker's eye gaze as the speaker initiates joint attention to an object, given ___/___ opportunities to do so.
4. _____ will point to things he/she wants, asking for them with pictures or words when prompted given ___/___ opportunities to do so.
5. _____ will demonstrate understanding of symbols by performing an action or going to the appropriate place when shown a symbol related to daily routines, in ___ of ___ opportunities.
6. Given a class setting, _____ will initiate (type/kind) interactions with another student in _____ activity(ies) throughout the day.
7. Given a structured setting, _____ will join a small group of students in (type of) activity(ies) throughout the day.
8. _____ will use words to join play activities when given _____ out of _____ opportunities, when provided with faded models and/or cues.
9. _____ will raise his/her hand and wait to be called on before speaking in group settings given ___/___ opportunities to do so.
10. During a conversation with a peer/adult, _____ will give a verbal or nonverbal response indicating comprehension of the message/content of the conversation, given ___/___ opportunities to do so.

11. Given direct instruction and practice in the 4 zones of personal space, _____ will keep an appropriate distance from peers and adults in all classroom settings in ___ out of ___ opportunities to do so.
12. Given an oral or gesture cue, _____ will wait without interrupting an adult conversation in various settings by stepping back, saying “excuse me,” and waiting for the adult to acknowledge him/her in _____ out of _____ opportunities across the campus.
13. When feeling emotions (sad, angry, anxious, frustrated, etc.), _____ will use visuals to determine the levels of the emotion and employ strategies that go with each level _____% of the time across all settings.
14. Using visual supports and positive self-talk, _____ will verbally or visually express his/her feelings in a variety of situations in _____ out of _____ opportunities.
15. With the use of visual supports, _____ will follow classroom rules that have been taught and practiced _____ out of _____ times in a day/classroom period.
16. _____ will accept the consequences of not following classroom rules without having a tantrum in ___ out of _____ times in a day/classroom period.

Increasing Social Communication Skills

1. With adult support and the use of visual cues _____ will be able to identify and express his/her needs within the school environment _____ out of _____ opportunities to do so.
2. _____ will independently greet others when they greet him/her by saying "hi" in _____ out of _____ opportunities in a week.
3. Given a yes/no word card and verbal modeling, _____ will respond yes/no as appropriate when asked a question for preferred/non-preferred items in a functional setting, in _____ out of _____ opportunities.
4. _____ will address the adults and peers he/she regularly comes in contact with by name, and will use appropriate pleasantries (please, thank you, etc.), given _____/_____ opportunities.
5. _____ will use polite language, (please, thanks, can you help me, etc.) in a variety of situations across the campus, in _____ out of _____ opportunities during a day.
6. During structured group activities, with minimal prompts, _____ will look in the direction of the person speaking and will participate in verbal turn-taking in _____ out of _____ activities.
7. _____ will acknowledge an interaction initiated by others by giving a practiced verbal or non-verbal response, given _____/_____ opportunities to do so.
8. _____ will adjust his/her pragmatics (polite, urgency, tact, topic maintenance, vocal intensity) during a classroom activity to match the activity and the audience given _____/_____ opportunities to do so.
9. Given a visual of an emotion, _____ will demonstrate comprehension of non-verbal cues by listing at least 2 cues such as, facial expressions, tone of voice changes, body posture, and/or gestural cues that would be present for that given emotion, in _____ out of _____ trials.
10. _____ will gain the attention of his/her communicative partner prior to initiating communication _____ out of _____ opportunities to do so.

11. _____ will initiate communicative interactions with others by utilizing various practiced comments or questions in _____ out of _____ planned observations.
12. _____ will utilize various practiced turn-taking skills in a structured environment given a verbal cues/visual prompts in _____ out of _____ planned observations.
13. _____ will ask questions of others regarding topics initiated by others, to maintain a conversation utilizing conversational turn-taking in _____ out of _____ planned observations.
14. _____ will demonstrate use of taught conversational rules by maintaining a conversation while staying on topic and making appropriate topic transitions for up to _____ exchanges with both peers and adults in _____ out of _____ planned observations.
15. _____ will use a coping phrase, like, “excuse me” when he/she bumps into others in the hallways, given _____ out of _____ opportunities to do so.
16. _____ will request specific clarification (beyond one word such as what, who) when the message is unclear to him/her, in _____ out of _____ planned observations.
17. Using a practiced script, _____ will use language to express frustration, problems, and disagreements in _____ out of _____ planned observations.
18. Given a verbal description and visual depiction (cartooning, drawing stick figures) of an actual social conflict _____ was involved in, he/she will describe the likely perspectives/intentions and/or feelings of himself/herself and at least one other person involved, and be able to do so for _____ out of _____ scenarios.

Increasing Ability to Function Appropriately Within the School Environment

1. Given visual and verbal prompts, _____ will transition promptly on request from activities and places within the school environments in _____ out of _____ opportunities.
2. _____ will check in with an adult at the school each morning to find out if there are any changes ahead for his/her day and calmly dealing with it in _____ out of _____ opportunities.
3. _____ will utilize a functional communication system and use it to request his/her basic wants/needs in _____ out of _____ opportunities.
4. Given an in-task schedule for a specific activity, _____ will independently start and complete the lesson in _____ out of _____ opportunities.
5. Given practice in how to request to borrow things from others, _____ will ask permission from a peer or adult to request to borrow something in _____ out of _____ opportunities.
6. In a cooperative group learning situation, _____ will refer to his/her job card and will complete his/her job without directing others or interfering in the jobs of others in the group in _____ out of _____ opportunities.